

SUE CLEVELAND ELEMENTARY

3 Church Street
Piedmont, SC 29673

GRADES K-5 Elementary School

ENROLLMENT 459 Students

PRINCIPAL Virginia K. Chambers 864-845-3750

SUPERINTENDENT Dr. Phinnize J. Fisher 864-241-3456

BOARD CHAIR Tommie Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 4 | 44 | 44 | 3 | 0 |

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2001 | Average | Good | N/A |
| 2002 | Average | Below Average | N/A |
| 2003 | Average | Unsatisfactory | No |
| 2004 | Average | Below Average | Yes |

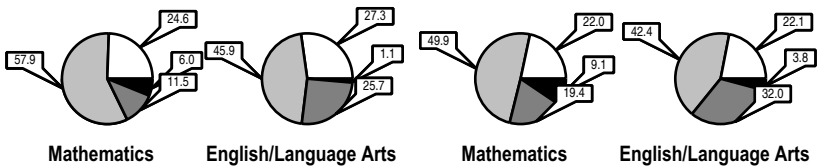
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

64.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

| | | |
|---|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts - State Performance Objective = 17.6% | | | | | | | | | |
| All Students | 213 | 99.5 | 26.9 | 46.2 | 25.8 | 1.1 | 38.5 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 107 | 99.1 | 29.7 | 52.7 | 17.6 | 0.0 | 33.0 | | |
| Female | 106 | 100.0 | 24.2 | 39.6 | 34.1 | 2.2 | 44.0 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 133 | 99.3 | 23.5 | 46.2 | 28.6 | 1.7 | 41.2 | Yes | Yes |
| African-American | 77 | 100.0 | 34.4 | 44.3 | 21.3 | 0.0 | 34.4 | Yes | Yes |
| Asian/Pacific Islanders | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 158 | 99.4 | 17.0 | 47.4 | 34.1 | 1.5 | 48.9 | | |
| Disabled | 55 | 100.0 | 55.3 | 42.6 | 2.1 | 0.0 | 8.5 | I/S | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 213 | 99.5 | 26.9 | 46.2 | 25.8 | 1.1 | 38.5 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 212 | 99.5 | 27.1 | 45.9 | 26.0 | 1.1 | 38.7 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 139 | 99.3 | 28.1 | 45.6 | 26.3 | 0.0 | 36.0 | Yes | Yes |
| Full-pay meals | 74 | 100.0 | 25.0 | 47.1 | 25.0 | 2.9 | 42.6 | | |

| | | | | | | | | | |
|--|-----|-------|------|------|------|-----|------|-----|-----|
| Mathematics - State Performance Objective = 15.5% | | | | | | | | | |
| All Students | 213 | 100.0 | 24.6 | 57.9 | 11.5 | 6.0 | 35.0 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 107 | 100.0 | 26.1 | 59.8 | 10.9 | 3.3 | 29.3 | | |
| Female | 106 | 100.0 | 23.1 | 56.0 | 12.1 | 8.8 | 40.7 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 133 | 100.0 | 20.0 | 59.2 | 13.3 | 7.5 | 41.7 | Yes | Yes |
| African-American | 77 | 100.0 | 32.8 | 55.7 | 8.2 | 3.3 | 23.0 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 158 | 100.0 | 16.9 | 60.3 | 14.7 | 8.1 | 43.4 | | |
| Disabled | 55 | 100.0 | 46.8 | 51.1 | 2.1 | 0.0 | 10.6 | I/S | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 213 | 100.0 | 24.6 | 57.9 | 11.5 | 6.0 | 35.0 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 212 | 100.0 | 24.7 | 57.7 | 11.5 | 6.0 | 35.2 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 139 | 100.0 | 28.7 | 57.4 | 9.6 | 4.3 | 26.1 | Yes | Yes |
| Full-pay meals | 74 | 100.0 | 17.6 | 58.8 | 14.7 | 8.8 | 50.0 | | |

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|------------------------------|----------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| English/Language Arts | | | | | | | | |
| 2003 | Grade 3 | 78 | 98.7 | 33.8 | 38.5 | 26.2 | 1.5 | 27.7 |
| | Grade 4 | 75 | 100.0 | 43.1 | 40.0 | 15.4 | 1.5 | 16.9 |
| | Grade 5 | 84 | 98.8 | 32.4 | 50.7 | 16.9 | N/A | 16.9 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 64 | 100.0 | 17.2 | 44.8 | 37.9 | N/A | 37.9 |
| | Grade 4 | 82 | 98.8 | 36.4 | 42.9 | 20.8 | N/A | 20.8 |
| | Grade 5 | 67 | 100.0 | 26.2 | 55.7 | 14.8 | 3.3 | 18.0 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2003 | Grade 3 | 78 | 100.0 | 19.7 | 57.6 | 19.7 | 3.0 | 22.7 |
| | Grade 4 | 75 | 100.0 | 32.3 | 35.4 | 24.6 | 7.7 | 32.3 |
| | Grade 5 | 84 | 100.0 | 26.4 | 52.8 | 15.3 | 5.6 | 20.8 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 64 | 100.0 | 19.0 | 70.7 | 8.6 | 1.7 | 10.3 |
| | Grade 4 | 82 | 100.0 | 26.9 | 55.1 | 12.8 | 5.1 | 17.9 |
| | Grade 5 | 67 | 100.0 | 34.4 | 44.3 | 11.5 | 9.8 | 21.3 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------|-----------------------|--|--------------------------|
| Students (n= 459) | | | | |
| First graders who attended full-day kindergarten | 100.0% | N/C | 100.0% | 100.0% |
| Retention rate | 5.1% | Down from 7.2% | 2.9% | 2.7% |
| Attendance rate | 96.1% | Up from 95.8% | 96.2% | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 10.4% | | 5.0% | 4.6% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 8.0% | | 3.7% | 3.5% |
| Eligible for gifted and talented | 6.8% | Down from 9.9% | 12.6% | 13.5% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 13.7% | Down from 17.1% | 9.4% | 8.2% |
| Older than usual for grade | 3.3% | Up from 2.1% | 1.2% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.9% | Up from 0.7% | 0.0% | 0.0% |

| | | | | |
|---|----------|------------------|-----------|-----------|
| Teachers (n= 31) | | | | |
| Teachers with advanced degrees | 19.4% | Down from 20.7% | 47.9% | 51.4% |
| Continuing contract teachers | 83.9% | Down from 86.2% | 89.5% | 87.5% |
| Highly qualified teachers** | 96.6% | N/A | 95.0% | 95.0% |
| Teachers with emergency or provisional certificates | 3.8% | | 0.0% | 0.0% |
| Teachers returning from previous year | 85.1% | Up from 83.4% | 86.2% | 86.7% |
| Teacher attendance rate | 94.8% | Down from 98.1% | 94.4% | 94.9% |
| Average teacher salary | \$37,019 | Up 0.6% | \$40,244 | \$40,760 |
| Prof. development days/teacher | 8.7 days | Up from 7.7 days | 12.5 days | 12.4 days |

| | | | | |
|---|-----------|-------------------|-----------|-----------|
| School | | | | |
| Principal's years at school | 8.0 | Up from 7.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 19.9 to 1 | Up from 13.3 to 1 | 19.0 to 1 | 18.9 to 1 |
| Prime instructional time | 89.5% | Down from 93.5% | 89.3% | 90.0% |
| Dollars spent per pupil* | \$5,485 | Down 1.1% | \$5,727 | \$6,044 |
| Percent of expenditures for teacher salaries* | 64.4% | Down from 66.6% | 66.0% | 65.9% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | No change | 99.0% | 99.0% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development program | Good | N/A | Good | Good |

* Prior year audited financial data are reported.

| | Our District | State |
|---|-----------------|---------------------|
| Highly qualified teachers in low poverty schools** | 93.2% | 92.0% |
| Highly qualified teachers in high poverty schools** | 93.7% | 91.1% |
| | State Objective | Met State Objective |
| Highly qualified teachers in this school** | 65.0% | Yes |
| Student attendance in this school | 95.3% | Yes |

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2003-2004 school year was very challenging but successful. The focus was implementing the "Malcolm Baldrige Model" for continuous improvement.

This model places accountability for learning into the children's hands. All students develop academic and personal goals for each nine weeks. After goals are set, action plans are written under the guidance of an adult mentor: principal, guidance counselor, parent, or teacher. The students track their achievement, behavior, and attendance in a data notebook. It is hoped that students recognize the connection between their own actions and achievement. Students led conferences are in the fall of October with parents and teacher. Students are encouraged to communicate interactively with each other, the teacher, and the parent. We have experienced an increase in parental and student involvement in the learning process.

The model for improvement encourages effective communication, responsibility, and promotes positive social behavior. Children increase their technology skills by using Graph Master and power point to present information. Children establish ground rules for creating a safe learning environment and use graphic organizers to create an analysis of the forces that guide positive results in all academic areas and the forces that restrain success. Teachers provide immediate feedback through conferencing and class discussion.

The school's previous awards are the "Red Carpet Award" for our welcoming atmosphere and the "Exemplary Writing Award." The school also won the "Strong Communities and School Award" for our continued service learning projects and community programs. In the August of 2003, we became a Title I school for "Targeted Assistance." With those funds, we were able to provide a reading specialist and math specialist to assist students in those content areas. We did not make AYP because we met 16 of the 21 criteria of the NCLB. Over 19% of our population is special education and there are three self-contained classes at our school. Even though we have these challenges, all students make progress in the academic areas. We are proud of these accomplishments.

We are entering year three of the school portfolio process, which provides a narrative evaluation regarding our progress as a school. This process is enabling our school to align our goals and objectives with staff development and curriculum. We are hopeful that our efforts will produce positive results and improvement for our children and community. The faculty and staff are most willing to provide our children with our personal best at all times

Virginia K. Chambers, Principal
Judy McCarter, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 30 | 74 | 17 |
| Percent satisfied with learning environment | 86.7% | 81.1% | 82.4% |
| Percent satisfied with social and physical environment | 86.2% | 77.0% | 68.8% |
| Percent satisfied with home-school relations | 51.7% | 75.7% | 68.8% |

*Only students at the highest elementary school grade level at this school and their parents were included.